



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## THE JUNIOR COLLEGE IN CALIFORNIA

---

A. A. GRAY  
Berkeley, California

---

The term "junior college" is applied to the work of the first and second years of the college or university. The junior college idea is not new in California, nor is it an educational idea of the Far West, as some are wont to think. College work in high schools seems to have appeared first among the high schools of Michigan and Minnesota. More than twenty years ago the East Side High School of Saginaw, Michigan, offered Freshman college work in Latin, algebra, trigonometry, paragraph-writing, and English history to graduates of its four-year course of study. By 1897 eight students had graduated from the University of Michigan in three years after doing a year's work beyond the four-year high-school course of study in the East Side High School. College work in high schools in California did not appear until more than a decade after such work had been introduced in many of the high schools of the East and Middle West.

New educational measures always require leadership to initiate them and to keep them constantly before the people. In this respect California was and is particularly indebted to the superior leadership of a few who believed firmly in the value and necessity of such an educational program as is found in the junior college. To them must be attributed the early establishment and much of the present success of the junior college in California.

The dominant leader of this new educational idea in California from its very first conception has been Dr. A. F. Lange, dean of the School of Education in the University of California. He has foreseen the future educational needs of California, as has perhaps no other person, and has always urged the extension of the high-school course of study so as to cover the entire adolescent period of life. Commenting upon our traditional four-year course of study in the

high school that begins too late and ends too early in the life of the pupil, he says: "The result is a trunkated and ineffectual, a non-functioning education, for most high-school graduates. A remedial readjustment, it has been seen for a long time, must consist in the lengthening, for all concerned, of the courses for adolescents."

Through the ready and able pen and the forceful addresses of Dr. David Starr Jordan the idea of the junior college found an earnest and a most dynamic advocate. While the six-year high school had long been anticipated in California, it was President Jordan who created and popularized the term "junior college" as applying to the first two years of college work as done in the high schools. The strong support of this noted educator added great momentum to the new movement in the state.

The junior college in California is the direct result of a law passed by the state legislature in March, 1907. This law provides: "The board of trustees of any city, district, union, joint union, or county high school may prescribe postgraduate courses of study for the graduates of such high school or other high schools, which course of study shall approximate the studies prescribed in the first two years of university courses."

The first town to take advantage of this provision of the law permitting the establishment of junior colleges was Fresno. In June, 1910, Superintendent C. L. McLane of the Fresno public schools sent out a circular letter to all the patrons of the Fresno High School and to several principals of the near-by towns, setting forth the aims of the proposed junior college, and requesting a judgment regarding the wisdom of such a plan. There was not one objection to the starting of the college, though more than 200 letters were sent in in reply to the circular letter. The following September the Fresno Junior College was opened and enrolled for the first year twenty students. This college enrolled in March, 1915, seventy-eight. The second junior college was started in the Santa Barbara High School in September, 1911, and since that time the introduction of college work in high schools has rapidly increased. At present more than a dozen high schools of the state are offering two years of advanced work equal to that of the first two years of the state university.

Table I, based on information gathered March 1, 1915, will show the enrolment for the last two years and other facts about five of the first junior colleges organized. The number of graduates

TABLE I

DATE OF START- ING	LOCATION	ENROLMENT				TOTAL ENROLMENT SINCE STARTING	TOTAL NO. OF GRADUATES	STUDENTS NOT GRAD- UATING WHO ARE IN OTHER COLLEGES	GRADUATES IN OTHER COLLEGES	NO. OF TEACHERS EMPLOYED IN COLLEGE	HIGH-SCHOOL ENROLMENT
		1913-14		1914-15							
		Freshman	Sophomore	Freshman	Sophomore						
1910 ..	Fresno	40	12	58	20	224	30	18	11	9	994
1911 ..	Santa Barbara	23	13	23	4	93	.....	15	12	7	480
1912 ..	Los Angeles	490*	40*	217	40	574	20	45	17	28	1,651
1913 ..	Fullerton	28	.....	27	17	71	.....	3	.....	10	295
1913 ..	Bakersfield	10	.....	8	4	29	.....	3	.....	6	501

\*Includes all postgraduate students.

this year from the junior colleges of the state is much greater than in any preceding year. Los Angeles graduated in June a class of 19, Fresno, a class of 20, which is the largest class ever graduated from a junior college in California. Fullerton graduated a class of 10 as its first class.

Those junior colleges that have been organized since 1913 are in the smaller high schools with the exception of the one in the San Diego High School which was started last September and in March had an enrolment of thirty-five students. The San Diego High School enrolls nearly two thousand students, and nine teachers give part time to the junior college department. In March, 1915, there were more than thirteen hundred students enrolled in the junior college departments and postgraduate courses in the high schools of California, and about one hundred teachers were giving part time to teaching in the colleges.

One of the chief causes for the rapid growth of this new educational movement in California is the large size of the state and the great distance of many of the high schools from the two large universities of the state, located respectively at Berkeley and at Palo Alto. Few people realize the actual size of California. It

is a veritable empire—the second largest state in the Union. If the city of San Francisco were placed where St. Louis is, Mount Shasta would rise from the waters of Lake Michigan and San Diego would be a close suburb of Mobile. The fact that the majority of the junior colleges in the state are located in the southern part from 300 to 500 miles from the state university shows the influence of distance in the establishment of these colleges. The great distance of many good high schools from university advantages has prevented hundreds of California's young men and women from university training, and so the percentage of high-school graduates who get a university education is very small.

But the cause of the junior college movement in the high schools of California can be traced to a deeper source than that of the topography of the state. The junior college is no more than a phase of the whole process of the reorganization of secondary education which is not local or sectional, but national. Our state school systems in America must become more unified, more consistent with the needs of the people who make them possible. Equal educational opportunity for all must not be mere theory, as in the past, but a fact. Ours must be a system functioning for the greatest social efficiency for all the citizens of the state, and not for just a few. This conception, it seems, is the root from which came the extension of high-school work. To these causes we may add another—that of the reorganization of education more on a vocational basis. California has been foremost in some respects in the reorganization of its school system and in the attention given its secondary schools, and the junior college is a natural and logical sequence of these changes.

Table II shows the comparison of scholarship of the junior college and high-school students coming from the same institution, as made in the University of California from August, 1913, to January, 1914. Such comparison shows several points in favor of the students coming from the junior college work. During the same semester in which the comparison was made, two junior college students made a notably high scholarship record—one from Pasadena and the other from Long Beach. When admitted to Sophomore or Junior standing in the university the junior

college student holds his own and does so seemingly without difficulty.

TABLE II<sup>a</sup>

	No. of Junior College Students	Average Scholarship of High-School Students	Average Scholarship of Junior College Students
Los Angeles.....	13	2.47	2.32
Fresno.....	6	2.36	2.19
Santa Barbara.....	2	2.42	2.17
Total.....	21	7.25	6.68

<sup>a</sup>The University uses the following numeral in ranking its students: 1, denotes marked excellence; 2, is thoroughly satisfactory; 3, pass; 4, re-examination; 5, failure.

But why should a college Freshman do better work in a junior college than in midst of the thousands that too often crowd our universities? At home the junior college student has many advantages. He is taught in small groups; a close personal relation exists between teacher and student, and "sliding" through courses cannot so easily be accomplished. In the junior college the student is taught, not by the inexperienced as often happens in the universities, but by those tested and proved. No whirl of social life plays continually about the student at home as in the larger institutions, and the student's activities are not so much self-directing. Such decided gains for the junior college student as seen in the foregoing comparisons of scholarship was no surprise to those who had guided the instruction of these students in the home college.

That the junior colleges do fit students for the university and that they are actually achieving results may be seen from Table III, which gives the admissions of junior college students to the University of California for the past two years.

The growth of the junior college in California has not been sporadic or ephemeral, but it came as a logical development in the state school system, and its evolution has been perfectly normal and in most cases wisely guided. The junior college is but an index to the larger educational life of a great state whose school system is yet in the making. The industrial, economical, and social forces that are demanding universal opportunities and complete social

efficiency for all the citizens call for the junior college. The junior college is not a mere name in California; it is not simply a branch grafted arbitrarily on the state school system in order to be heralded forth as a new educational device in keeping with the greatness and the grandeur of a country characterized by its originality and its provincialism. Neither is the junior college merely an educational adjunct appended to the four-year high school to suit the whims of a few educational experts, nor just a feeder, for the universities; and it is no Pacific Coast educational fad. In California the junior college may be said to have passed the stages of discussion and experiment and to have entered the class of worthy and acceptable institutions.

TABLE III  
CASES OF ADMISSIONS

	Academic Year 1912-13	Academic Year 1913-14	May 1-Oct. 1, 1913	May 1-Oct. 1, 1914	Cases formally rated May 1-Oct. 1, 1914
Freshmen. . . .	4	9	9	17	14
Sophomores. . .	6	11	10	12	20
Juniors. . . . .	0	0	0	12	16
Total . . .	10	20	19	41	0

The two-year courses of study given by the junior colleges are about the same in content as those given by the state university for its first two years, but divergence from the pure collegiate training in long-established courses is rapidly becoming apparent. The junior colleges are framing their courses more to suit the needs of the life of the community. In commenting upon the courses of study in the Santa Barbara Junior College, Principal C. A. Hollingshead says: "We are as much concerned with developing a continuation school to fit the needs of our community as with doing the equivalent of prescribed courses in the lower division college work, in fact more concerned." The larger junior colleges of the state now give much attention to such courses as surveying, agriculture, and manual arts, and these courses and others of a practical nature are sure to receive increasing attention in the future.

Most of the junior colleges have very strong faculties to conduct their work. Teachers usually are well trained and have specialized

in their chosen subjects. Table IV shows the preparation and experience of the teachers in the Fresno Junior College for 1914-15.

This strong faculty is headed by Principal Frederick Liddeke, who was trained in the University of Kansas, Harvard University, and the University of Berlin. In most junior colleges of the state the faculties will compare favorably with the Fresno faculty. In many of the junior colleges teachers are found who have taught in a college or university before going into the junior college.

TABLE IV

Subject	Degree	Where Received	Other Schools Attended	Years of Experience	Years in Fresno Junior College
Chemistry . . .	Ph.D.	University of California	University of Missouri, B.S., A.B.	6	3
Physics . . . .	M.S.	University of California	Grinnell College, B.S.	3	2
Mathematics .	Ph.D.	University of California	Leland Stanford Junior University A.B., A.M.	12	5
English . . . .	A.B.	University of California	Wittenberg College	22	2
History . . . .	A.B.	Leland Stanford Junior University	Boston University		
Latin . . . . .	A.B.	Bates College	Radcliffe College	20	5
German . . . .	A.M.	University of California		12	2
French . . . . .	B.L.	University of California	University of Paris	6	4
Surveying . . .	A.B.	Indiana University		7	2
				3	1

Concerning all the work of the junior colleges it is as yet too early to judge, but from studies made by the University of California of the junior college students who have attended that institution we find an encouraging report. In January, 1913, and in January, 1914, students coming from the junior colleges in the state attained a higher scholarship rank than did students from the high schools. The average scholarship from August to December, 1913, of students in the University who entered directly from high schools was 2.35. The 24 junior college students made an average scholarship for the same time of 2.15—several points higher than the high-school students.



The problems of organization and administration of the junior college are many and oftentimes complex. The road of this new institution has not always been easy or sure. In the organization, shall there be unity or divergence of interests as regards the relations that are to be maintained between the four-year high school and the college department? Shall the junior college be distinct in organization and administration? Shall there be a separate and special faculty, separate classrooms, and private library for the college student? Is the social life of the two classes of students to be considered differently, and must the college students have their own seclusive literary, athletic, and social clubs? Some believe that if the junior college is to mean anything in the life of the student it must, whenever possible, be a part unto itself and never connected in any way with the regular high school. On the other hand, we find the opposite view, that the college should not be differentiated from the high school; that it should be regarded as merely two years more of advanced high-school work, and that there should be no separation of student functions at any time.

The golden mean between these two views is found in most of the junior colleges in California. While there is a real and marked college spirit among the junior college students, unity and co-operation exist. The work, as I have found it in most of the junior colleges of California, is of a high type—it is not just advanced high-school work, but the content of subject-matter and the scope of the work are equal in every important respect to that offered by the state university. The acceptance of junior college work by the state university alone proves its worth.

There are some dangers concerning the junior college development which must be recognized. There must be no social animosities between the two student bodies; no fraternities or sororities; no special clubs or cliques. A unified program is essential, if not absolutely necessary, but this should not preclude many changes in the presentation of the subject-matter, new methods of work, new aims, and larger standards to fit the immediate needs of the work and problems of the junior college. The course of study must not be laid out as a straight, narrow, and assured way

to the entrance of the universities. The work must not be simply to get ready for something ahead—it must be considered as finishing something. If the junior colleges develop courses of study that are fitted as a base on which to build a more advanced training, they will have considerably failed in their mission. The work must be complete in itself—a preparation for citizenship and not for the higher educational institutions. There must be no “deferred education” following the junior college course for those who want no further training. The junior college must provide finishing courses, first and always.

The junior college has a proper place in the school system of a state like California. It has passed, as was said, the critical stage of discussion and of experiment, and while not yet fully and firmly established and adjusted to the public-school system of a great and growing state, it is an institution that has come into our midst to stay. Its future is bright and its field of work large.